



Mark Scheme (Results)

January 2022

Pearson BTEC Nationals
In Travel & Tourism (20208K)
Unit 2: Global Destinations

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Unit 2: Global Destinations

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1– Appeal of Global Tourist Destinations

Responses will be credited according to the learner’s demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given destination or scenario in each activity and support their response using their research where required.

1. Indicative Content

Learners should comment on the characteristics of Dubai in the Development stage of the TALC model and the appeal of Dubai.

Characteristics of the Development stage of the TALC model in Dubai

- The number of tourists keeps increasing – in 2007 Dubai received 7 million; this had doubled by 2015 when 14 million visited and in 2018 there were 16 million visitors.
- Tourists are attracted by natural and cultural attractions – inland of Dubai is desert with dry and arid climate, typically 45°C and rocky coastline – warm, calm sea; seen as exotic destination and some ancient sites/ buildings - Al Fahidi Historic District.
- More facilities are provided, e.g. the tower of Burj Khalifa includes a seven star hotel, Atlantis Dubai, a 22-storey aquatic-themed complex, with on-site water park, Wild Wadi Waterpark, Dubai Creek Golf and Yacht Club, shopping malls – luxury and specialist shopping, The Gold Souk.
- Improved transport and easier access to Dubai has been achieved by the expansion of airports. In 1960 Dubai International Airport opened exclusively for Emirates airline, by 1970 nine airlines served 20 destinations, built a new terminal building and flight tower. A second runway was built in 1980 and in 1998 a second terminal opened. By 2000 airport capacity had increased from 10 million to 23 million passengers. In 2010 Dubai World Central airport opened, followed by \$32million expansion plan in 2014 to accommodate up to 100 Airbus A380 Superjumbos simultaneously. In 2015 Dubai International became the world’s busiest airport and in 2016 handled 83 million passengers, 140 airlines serving 270 destinations.
- Locals welcome tourists, which is assisted by a modest dress code being part of the law, tourist must obey restrictions to show respect such as during Ramadan not eating or drinking in public places.

- Now recognised as a tourist destination - Dubai is world famous and well known for its luxury, shopping and unique attractions set in a desert location.

Features that give Dubai global appeal

- attractions that can't be found anywhere else
- warm, sunny weather for winter breaks
- unique shopping experiences, still some culture for those who seek it

Activity 1 – Appeal of global tourist destinations

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-15	16-20
Demonstrate and apply knowledge and understanding of the appeal of global destinations.	No rewardable material.	• Demonstrates isolated elements of knowledge and understanding of the key aspects affecting the appeal of the global destination, with generalised comments made. • Little or no attempt to use the research to support answer.	• Demonstrates adequate knowledge and understanding of the key aspects affecting the appeal of the global destination. • Attempts to use research through the selection of some relevant examples to support answer.	• Demonstrates good knowledge and understanding of the key aspects affecting the appeal of the global destination. • Logical connections made to the research through the selection of relevant examples to support answer.	• Demonstrates comprehensive knowledge and understanding of the key aspects affecting the appeal of the global destination. • Sustained and comprehensive links made to the research through the selection of a wide range of relevant examples to support answer.

		Little or inappropriate use of information in the information booklet, with little or no awareness of how it relates to the given destination.	Attempts to use the information in the information booklet, demonstrating some awareness of how it relates to the given destination.	Uses the information in the information booklet, with some links made to the given destination.	Uses the information in the information booklet, with relevant links made to the given destination.
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Activity 2 – Travel itineraries for a Caribbean cruise

Responses will be credited according to the learner's demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given destination or scenario in each activity and support their response using their research where required.

2. Indicative Content	
Customer requirements – £15,000 budget - Leeds departure - Multigenerational family group - Restricted by school holidays - Flexible choice of destination - One lady not keen on flying, recent operation, has mobility restrictions	16 marks

Responses likely to refer to the following:

Option 1 – Winter Cruise

Advantages

- Fits in with school holidays
- Only three ports will help to keep the cost of excursions down
- Accommodation highly suitable, they can all be in the same 'suite'
- Options of excursions around Miami and at the start and end of the cruise
- Flight from Leeds very convenient
- Best time to visit Caribbean as the weather will be pleasant and not too hot

Disadvantages

- Involves transatlantic flights both ways
- Very large ship could be too noisy and overcrowded – difficulty finding seats for all
- Three full days at sea so won't see much of the Caribbean
- Older children will be in different kids' clubs on the ship
- Excursions are all quite active and may have to split the family up
- Higher cost at peak time

Option 2 – Easter Cruise

Advantages

- No flying at all plus free travel to and from ports
- Range of islands visited so will have lots of experiences
- More options of excursions they can all go on
- Length of cruise means they can really relax and spend time together
- Free children's clubs and babysitting

Disadvantages

- Six days at sea in the Atlantic may be boring for the children
- Added risk of seasickness, rough seas and not being able to use all facilities
- Some islands need to use tender to disembark so the lady may not be able to access them

- Cost may be over budget depending on how many excursions they take
- May run into the school term depending on when Easter is

Option 3 – Summer Cruise

Advantages

- Only involves flying on the return journey – so if she feels unwell the lady will be back home and can rest
- Get to visits five islands/ports in quite a short time
- Lots of relaxing excursions that are family friendly
- Ship is docked at each port so easier for disembarking
- Children’s clubs and babysitting, lots of on-board activities for the children

Disadvantages

- Inconvenience and extra cost of departure and arrival points could make it complicated and too long
- Weather in the Caribbean could be too hot for sightseeing, heavy rain may disrupt excursions
- Risk of disruption to deck activities crossing the Atlantic, even in summer
- Cabin/sleeping arrangements, one is inside and only sleeps two
- Risk of being over budget

Recommendations will be supported by justified conclusions.

Activity 2 – Travel options

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-16
Evaluation and recommendation of travel options with consideration of customer needs.	No rewardable material.	- Limited evaluation of the information to identify basic advantages and/or disadvantages of at least one of the travel options. - Little consideration of customer requirements/needs. - Recommendation on travel option offered, with limited justification.	- Partially developed evaluation, with consideration of competing advantages and disadvantages but there may be more emphasis on one option than the others. - Few links made between customer requirements/needs. - Recommendation on travel option is given with justifications, which are occasionally supported by the application of relevant	- Developed evaluation, with consideration of competing arguments advantages/ disadvantages of travel options. - Consideration of and logical links made between specific and general customer requirements/needs. - Recommendation on travel option is given with justifications, which are supported by the application of	- Comprehensive evaluation, which considers a range of relevant evidence clearly linked to the consideration of arguments for and against, and their relative importance to the travel options. - Comprehensive consideration of and sustained links made between both specific and general customer requirements/needs. - Recommendation on travel option is given with justifications, which are fully supported throughout by sustained

			evidence.	relevant evidence.	application of relevant evidence.
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Activity 3 – Report on global destinations

Responses will be credited according to the learner’s demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given

destination or scenario in each activity and support their response using their research where required.

3 Indicative Content	
Responses may refer to the following: <u>Turkey influences on changing popularity</u> Civil unrest and/or the threat of terrorist attacks • Political instability • Air travel restrictions (security measures) placed in March 2017 have been lifted • Less tolerant of Western behaviour • Other destinations with similar offering seen as safer • FCDO warns of the risk of crime and assault that there is heightened threat of terrorist attacks to airlines in Turkey. Travel is not advised to some areas such as Syrian border but areas mainly away from popular tourist areas. Reason for travel • Popular as exotic but affordable summer sun option close to UK • Popular for beach holidays, mainly families and couples • Seen as good value for money/VFM compared to other destinations in the Mediterranean • 1.6 million visits from British nationals in 2017 Publicity Many negative headlines about new regime and some disruption; recently has gone quiet. Such negative reports and past attacks makes the destination less appealing especially as people can easily switch to other destinations. Turkish resorts less known than Egypt and few programmes/stories so relies on reputation for VFM and weather. <u>Egypt influences on changing popularity</u> Civil unrest and/or the threat of terrorist attacks	16 marks

• Ban on some flights lifted, showing FCDO more confident about safety • Support and publicity from high-profile figures • Can possibly maintain tight security in purpose-built resorts/Sharm el Sheikh • Some need to overcome concerns after scale of earlier disruptions Reason travel • Always be a demand for culture – unique history and wide range of tourist attractions • Continued interest in archaeology, also popular in films • Well established as a tourist destination for a range of different tourist types/activities – winter sun, Nile Cruise, Cairo and the Pyramids • Already signs of recovery and increased visitor numbers • Appeal to some tourists who will want to visit while still quiet and cheap Publicity Positive coverage with ongoing support of high profile people helped put back on map, numerous documentaries on Egypt that all help promote travel and generate appeal. Recommendation of destination to be reintroduced will be supported by justified conclusions from learners' research on Turkey and use of the information on Egypt in the Information Booklet.	
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Activity 3 – The popularity of global destinations

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-4	5-8	9-12	13-16
Evaluation and recommendation of destination taking account of factors affecting the popularity and appeal of destinations.	No rewardable material.	- Limited evaluation of basic information affecting the popularity and appeal of the destinations. - Use of research is mostly generic and theoretical, rather than focusing on popularity and appeal of the destinations. - Recommendation on destination is given, with limited justification.	- Partially developed evaluation with consideration of points of comparison, but there may be more emphasis on one factor than the others. - Evidence of research and references to the information booklet provided, has some focus on the popularity and appeal of the destinations but is generic and theoretical in places. - Recommendation on destination is given, with justifications which are occasionally supported by the application of	- Developed evaluation, with consideration of competing arguments about factors affecting the popularity and appeal of the destinations. - Evidence of research and references to information booklet provided are mostly focused on the popularity and appeal of the destinations, with relevant use of specific detail. - Recommendation on destination is given, with justifications, which are supported by the	- Comprehensive evaluation of information that includes a range of well-considered arguments and their relative importance to the factors affecting the popularity and appeal of the destinations. - Evidence of research and references to information booklet provided are consistently focused on the popularity and appeal of the destinations, with relevant and effective use of specific detail. - Recommendation on

			relevant evidence.	application of relevant evidence.	destination is given, which is fully supported throughout by sustained application of relevant evidence.
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Synthesising ideas and evidence to support recommendations.	0	1-2	3-4	5-6	7-8
	No rewardable material.	• Demonstrates isolated links between ideas drawn from research and information booklet. • Limited synthesis of evidence.	• Demonstrates partial links between ideas drawn from research and information booklet. • Partial synthesis of evidence.	• Demonstrates sustained links between ideas drawn from research and information booklet. • Developed and coherent synthesis of	• Demonstrates sustained and comprehensive links between ideas drawn from research and information booklet. • Comprehensive

				evidence.	synthesis of evidence.
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